canadian camping

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NEWS

AND VIEWS

FROM ACROSS CANADA

Space is at a premium and therefore the highlights will be abbreviated.

First..... Congratulations to Jack Pearse who has been elected incoming President of C.C.A., also receiving acclamation is Paul Belanger the new Vice-President

The 40th Anniversary of the English section of the Q.C.A. was indeed a great celebration. Telegrams from several spots around the world were received by President Derek Walsh and the weekend Conference (March 25 - 27) was a tremendous success due to the efforts of so many people including Chairman Wilf. Jackson. There was an impressive list of past presidents of Q.C.A. in attendance, namely; Norrey Owens, Zave Ettinger, Ross Seaman, Bob Lazanick, Peter van Wagner, Bill McCarthy and Val Willis. Special recognition was given to Miss Frances Kelly who for many years has been the backbone of the English section of Q.C.A.

Mrs. Phil Lowes must now be enjoying many warm feelings of satisfaction as a result of the extremely successful O.C.A. Conference (March 3 - 6). There was a record number of 552 Directors and Senior Staff attending the conference at the Royal York Hotel. The O.C.A. was also pleased to welcome representatives from, not only the United States, but also almost every province in Canada. Mrs. Clif Labbett co-ordinated a lucky draw and as a result of the countless number of people who participated in this fund-raising drive, a little more than $3000.00 was raised - thereby putting the O.C.A. out of the red for the first time in a couple of years. The O.C.A. is pleased to announce the election of Jocelyn Palm as incoming President, with Mrs. Barbara Gilchrist as President Elect and Mrs. Phil Lowes as Vice-President.

President Ron Johnstone has, as usual, been very active and busy. Throughout the past six weeks he has been able to visit and meet with representatives of associations in every Province. He has also met with the planning committee of the 1979 A.C.A. Conference in Minnesota, and was a speaker at the Mid-Atlantic Regional Convention of the A.C.A. held in Buffalo at the end of March. Ron has Stated that he was very happy to be involved with the M.C.A. Workshop in Winnipeg. Under Punch Jackson's leadership, camping experts such as Bob Douglas and Gord Stewart were most helpful, as the group met together to discuss future plans and priorities.

At the request of some of the camping people on the east coast, C.C.A. provided funds for Standard's Chairman Lorne Bowering and Dave Campbell to go to Halifax to discuss Provincial Camping Standards. George Matthews was responsible

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WATER RELAYS

By Dr. Diane Pick - Reprinted from Camping Magazine., the official publication of the American Camping Association, February 1977.

For many campers the waterfront, be it a lake or a pool, is one of the most exciting places in camp. Often, time spent in swimming lessons or just playing in or near the water is the most looked forward to part of the day.

Exciting and funny relay races can offer a change of pace experience in an aquatics environment. They can provide a way to bring a swimming lesson to a close, or add interest or excitement to a recreational swimming period. To add a form of competition to the waterfront program, campers and counsellors can be divided into from two to four teams, and a series of novelty races can be strung together for an afternoon water carnival.

A theme or story can be used to weave the events together and provide unity. For instance, in a carnival with a Fairy Tale theme, participants can swim with the wicked witch's broom from the Wizard of Oz, carry Red Riding Hood's bucket, pick up Rumplestilskin's gold (yellow painted rocks), swim on top of a pile of mattresses (kickboards) from the Princess and the Pea, swim with a pumpkin (ball) between the legs from Cinderella, a poisoned apple under the chin from Snow White, and collect a table service from the bottom for Alice in Wonderland's tea party. The possibilities are limited only by one's imagination.

Most races can be adapted for the various skill levels of swimmers. Objects to be picked up off the bottom can be put in deep water for advanced swimmers or shallow water for beginners. Objects to be carried can be swum with in deep water by more advanced swimmers or walked with or run with by beginners in shallow water.

Almost all races work equally well in both pools and lakes. The only caution offered for those with pools is to make sure that all equipment is counted so that none is left floating or on the bottom of the pool.

Try some of the following. Each is done relay style except as noted.

1. Carrying objects from person to person
   a. Broom
   b. Empty bucket or pail
   c. Old umbrella, carried open
   d. Cut out shape of a heart, clock, animal, etc.
   e. Letter or "secret message" in a large envelope
   f. Paper flag
   g. Coloured water in a cup filled to a marked level so that water spilled of added to that already in the cup will be noticed
   h. Paper lantern
   i. Cup on top of plate carried waiter style
   j. Lighted candle (if it goes out the swimmer must return to get it relit)
   k. Towel in one hand (or one in each hand for advanced swimmers) that must be kept dry

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Water Relays

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2. Blowing objects from person to person
   a. Small balloons
   b. Ping pong balls
   c. Small toy sailboats

3. Carry object balanced in bowl or teaspoon with the handle of the spoon held in the mouth or in the hand. (Dropped objects must be retrieved, so use ones that sink for better swimmers, ones that float for intermediates.)
   a. Hard boiled egg
   b. Golf or ping pong ball
   c. Peanut

4. Kickboard relays
   a. Hold one board between the lower legs
   b. Sit on top of two or three boards; hold them with one hand and paddle with the other while in a sitting position
   c. Lie on top of two or three boards; hold on with one hand and pull with the other

5. Ball relays
   a. Push a floating ball from person to person by hitting it with the forehead
   b. Hold a ball between the legs
   c. Hold a ball up out of the water with both hands while kicking with the legs

6. Inner tube relays
   a. Sit in and use the hands to paddle
   b. Sit in and paddle backwards
   c. Sit in and paddle with a broom or pie plate
   d. Put feet through and use only the arms

7. Reading aloud, holding the object out of the water, kicking while lying on the back
   a. Newspaper
   b. Comic Book

8. Clothes (use pajamas or sweat-shirts, jeans, shoes; funny props such as cigars and hats, add to the fun)
   a. One person swims across, climbs out, disrobes, the next dresses, swims, etc. with teammates helping each other dress and undress
   b. Wearing everything, one person swims across, takes off an item of clothing, swims back, takes off another, etc.
   c. All swimmers enter the water fully dressed and attempt to be the first to "take it all off"

9. Tied together (very advanced swimmers only)
   a. Tie inside legs of two people together
   b. Swimmers swim with only their arms; legs are tied together (mermaid style)
   c. Two swimmers swim with their inner legs tied together and a balloon tied in between; any group breaking its balloon is disqualified

10. Retrieving floating object - teams work in water together, but swimmers can retrieve only only one object at a time and bring it back to a check in point before returning for another. (Good variation is to retrieve the object by grabbing it between the teeth.)
    a. Corks
    b. Pencils
    c. Tongue depressors

11. Carry under the chin - object is placed under the chin, person cannot use hands to keep it there; passing is done chin to chin
    a. Apple
    b. Orange
    c. Small rubber ball

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PARENTAL MOTIVATION AFFECTING THE ATTENDANCE OF CHILDREN AT SUMMER CAMP

by Madeleine Allen

Part 1: Information collected from data from Camp Ouareau, a summer camp for girls.

The aim of this study is to discover the reasons that parents feel that camping is important in the development of their children.

A general questionnaire was sent to one hundred and fifty parents along with a general camp mailing in May to campers registered at Camp Ouareau. Camp Ouareau is an English speaking, girls' private camp in the province of Quebec, with a total registration of one hundred and ninety-five campers over the two month summer period. The difference in numbers of registrations and questionnaires sent out takes into account families of two or more children, and six week and season campers. The usual registration period is four weeks.

To encourage frankness from the parents the questionnaires did not need to be signed, nor was it coded in any way. The response was extremely high with 100 of the 150 returned, or 66%.

The questionnaire asked for:

- the age of the camper
- the number of years that the child had in organized camping?
- what type of camp the child had previously attended (if any)?
- did the mother or father go to camp? to what type of camp? and the number of years in camper or staff roles?
  (This was asked to discern if parents without camping experience themselves had different priorities as to why they wanted their children to attend camp and if the children began camping at the same type of camp that their parents attended.)
- did children have experience living at a cottage or farm?
- a list of seven reasons as to why parents may wish their children to attend camp.
  (This final part of the questionnaire is considered to be the core section. The list was compiled from my own observations, and from talking with campers and parents over the years.)

  They were placed in random order:

  1. Learning to live with others
  2. Widening contacts (meeting children from different locales and backgrounds)
  3. Developing independence
  4. Learning another language
  5. Family situations (problems, new baby, travel, etc.)
  6. Fun in the out-of-doors
  7. Learning skills
  8. Other

  Parents were asked to list these on a scale of 1 to 3.

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Parental Motivation Affecting Attendance (cont. from page 4)

Intially, I gathered the data by age only, under the headings of the seven items. This was done in two operations; firstly, those which rated a top priority (i.e # 1); and secondly, the three reasons (i.e. 1-3). A weighted average was done, but since the results showed little difference from an equal weighting, the latter was chosen since the information to be used from it was deemed less confusing.

Once the numbers were recorded, percentages were taken. See chart page 7. This was a somewhat unwieldy set of figures for general conclusions so the ages were grouped into the common age divsions. Junior (6-9), Intermediate (10-12), and Senior (13-15). These groups were looked at from both a sectional as well as topic view. A total of 27 replies were obtained from Junior parents, 42 from Intermediate parents and 22 from Senior Parents. These numbers were proportional to our total registration in each section.

A - TOP PRIORITY ANALYSIS

Living with others was deemed most important with 40% of the parents.

Fun in the out-of-doors was second with 28%

It is significant, that skills rated last. I believe that there are two reasons for this. Eighty-two per cent of the families have summer cottages available, so that the children do have opportunities to take part in out-door activities. Secondly, most of the children come from large cities where swimming and sports are available in the schools and youth clubs which offer other activities such as crafts, drama, etc.

Looking at the data topically by section, we found that living with others is approximately equally important to parents of all age groups. It is interesting to note that fun is of primary importance to parents of senior age children (45%) as contrasted to 26% of intermediate age and 15% of junior age.

> The question arises from this that are parents of this older group aware, then, perhaps painfully so, of the stresses society is putting on this age group to grow up, and of the short time left of their pseudo-childhood? The parents of younger children just assume, I hope correctly, that their youger "childish" children will have fun regardless. This leads me to question camps' emphasis on skills and of giving this older age group any automatic, built-in over emphasis of responsibility. Should we not continue, or go back to, letting them just be themselves, to relax and have fun without the stresses and challenges of responsibility... be it tribal chiefs, test passing, "super senior" programs, team leadership, or what have we, unless they themselves, the individual camper, really wants it? It also leads me to advocate the continuing close relationships, or the development thereof, the director and senior staff with the senior age group, to find what they are seeking and what they consider to be fun at camp. This then must become fully balanced with the desires of the parents and our own, and our camp philosophy.

The other topics had very predictable results with the parents of the younger children being more concerned about the growth of independence than the older ones.

A word should be said explaining the development of the Language portion of the questionnaire. Ouareau is the only English speaking, private, girls' camp in the

 (cont. on page 6)

province of Quebec. There is a great desire on the part of many French speaking parents to have their children learn English. We have no special program for these children, but limit our registration to 10% of these children whose first language is French, in each section, so that those who do come will have the experience of almost total immersion in the English language.

B - CUMULATIVE RESULT ANALYSIS

When the results are looked at in the light of the top three priorities, or cumulative information, they are basically the same proportionally. Two significant factors come out however: Living with others is mentioned by 87% of the Intermediate age group, as contrasted to 66% of the other two groups. This 10-12 age group, in fact, do seem to have more general problems in this field, but yet, as we all know, they are perhaps the easiest group to work with be ause of their enthusiasm and lack of deep established opinions. It is probably the basic reason why parents of this age group feel that they should have the camping experience at this age, and why, most children start at this age.

The other interesting thing is that skills are mentioned more often as second and third level and that they have basically the same priority across the age groups... an average of 48%.

C - OTHER REASONS MENTIONED

It was somewhat surprising that more parents did not avail themselves of this section of the questionnaire, but those who did brought forth some interesting points, which perhaps should have been included in the overall list. Two parents mentioned "a chance for parents to be alone" and "developmental discipline". Other things which were mentioned were "learning about the environment", "learning to appreciate outdoor living", "responsibility for one's own self","happy, structured, disciplined experience." And perhaps the most interesting, which should make us stop and think, "to have peace and privacy of herself, to think and dream." That was from the parent of an eleven year old.

D - PARENTAL CAMPING BACKGROUND

On examining the data in relation to the parents' camping experience, it seems on the whole to hold very little significance. The only fact which stands out clearly is that the growth of independence is much more important to the parents who have both attended camp than to others. Skills are also more important to this group, perhaps because they are more aware of the level to which skills are taught.

For the record, parents' camp background is as follows:

Mother at camp: 44; 14 had been on staff.
Agency: 21, Church: 8, Private: 24, Co-ed: 3.

Father at camp: 47; 15 had been on staff.
Agency: 19, Church: 6, Private: 27, Co-ed: 3

Neither parent at camp: 35, Mother only: 15, Father only: 20, Both: 26. This information will be stored away in case it may be interesting in the light of future surveys.

In retrospect it might have been more important to ask which parent filled out

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the form, because unless it was done jointly, the opinions of the person filling out the questionnaire would be more significant than which parent went to camp. I shall ask this on future surveys.

E - CAMPERS' PREVIOUS EXPERIENCE

Only 30 children or 33% had been to other types of camp before.

14% had been to an agency camp	-	20% of parents had
9% had been to day camps	-	no parents had
5% had been to co-ed camps	-	2% of parents had
2% had been to church camps	-	7% of parents had
60% had attended private camps	-	26% of parents had

This information too, will be filed for future comparative puposes.

F - GENERAL COMMENTS

Research was defined as the satisfying of curiosity. That is what this survey is doing at the moment, and it would be presumptuous of me to draw any great conslusions at this stage, for the basic idea at present, is comparison. Are parents all alike in what they basically desire for their children, or are there great differences based on sex, age economic background, and place of residence? If there is, how should this affect our programs? If there isn't, does this affect anything at all? In three or four years, I hope to have some of the answers.

Being purely practical, a great number of children attend a certain camp because of a friend, or because of good advertising, or because a parent may just think it is a good idea. I don't think for a moment that very many parents have all the criteria which I have listed in their minds when they make the decision to send a child to camp, so perhaps a questionnaire of this sort is valid, if only because it makes parents stop and think of their motives, and if it helps them realize that camps are indeed, interested in the growth of their children.

CHART A : Percentage of Parents Rating Each Category as Top Priority (i.e. # 1)

	Seniors	Intermediates	Juniors	Overall
Independence	5	12	30	15
Living with Others	36	41	41	40
Contacts	0	5	0	2
Fun	45	26	15	28
Skills	0	2	0	1
Language	9	5	15	9
Family	5	10	0	6
Total Polled	22	42	27	91

NATIONAL QUESTIONNAIRE

For many years, the Executive of the C.C.A. has been trying to discover what is really happening in the field of organized children's camping across the country. In order to appear to be an organization with a strong foundation, and a knowledgeable spokesman for camping, it has always been essential to know what we are talking about when we meet members of the media, as well as Government officials.

Now, as a result of the help and co-operation of many Provincial Associations and the member camps, we have been able to at least tabulate some reasonably clear statistics about the Canadian Camping scene. Of course some Camp Directors refused to co-operate..... feeling that we were invading their privacy, or that the figures would be used to embarrass them. The only comment which seems realistic is that if we are unable to provide reasonable figures for the Government, we will then be legislated into answering certain questions .... with no option to be coy or evasive!

To those who helped, the C.C.A. extends thank and gratitude. We would hope that next year, (the statistical questionnaire is going to be continued on an annual basis), more Directors and Camp Chairmen will be able to assist us.

Based on a projection, determined from the statistics returned the following might be of interest to those in Canadian Camping.

There were:

68,000 Camper Spaces Available in 1976
260,000 Campers attended Member Camps.

Of the 32,000 staff members in 1976, 22,000 were paid and 10,000 were volunteers; while 1,600 came from outside Canada.

Food Costs equalled $8,000,000 (not including Salaries, fuel and kitchen supplies); Other costs (excluding food and salaries totalled $14,000,000.

Particular thanks to the Camping Associations in New Brunswick, Alberta, British Columbia and Quebec.... Their members responded to the questionnaire by over 50%.

CAMP DIRECTOR

for

JOHN BOSCO CAMP

(Mile 41 Hanson Lake Road)

The successful candidate must be a committed Christian, preferably a Priest. Have an educational background of Philosophy, Sociology, and Psychology, be 21 years of age or older, and have 3 to 5 years of senior leadership camping. He should have proven leadership ability with young people; and managerial techniques related to general accounting, personnel, purchasing and programming.

Salary: To be negotiated

Employment: 12 months, negotiable yearly

Apply to: Mr. Don Sherman
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(306) 544-2825

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Baysville, Ontario

Available for lease - the summer of 1977

Contact: Ken Thomas
Sheridan Realty, Ltd.
R.R. # 1
Markham, Ontario L3P 3J2
(416) 294-5510

News and Views (cont. from page 1)

for the organization of the meeting which was held at the end of March.

Our new consultant with Recreation Canada is Mr. Karl Benne. Karl has an extensive background in young people's work, since he is the past Executive Director of the Boys' and Girls' Clubs of Canada. We are confident that his contribution to the Canadian Camping Association will indeed be very productive and supportive. However, the C.C.A. is still very concerned about our relationships with Recreation Canada and these matters of importance were discussed by Ron Johnstone and Jack Pearse in their recent meeting with the Honourable Iona Campagnola who is Minister for Fitness and Amateur Sport. C.C.A. is still very disturbed by the fact that there is a lack of a Director for Recreation Canada (we still fondly remember the tremendous contribution and leadership which was provided to the C.C.A. by Cor Westland).

Ron Johnstone and Jack Pearse are pleased to announce the formation of a group chaired by John Latimer to organiz a National Camping Conference to be held at Geneva Park, January 19 - 22, 1978. This is one of the direct results of the recommendations of the Task Force, for it is evident that there is a strong feeling across Canada that such Geneva Park Conferences are productive, worthwhile and beneficial, and are one of the strongest links in insuring that camping in Canada stays alive and well!

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OUR MISTAKE

In the February Issue it was said in News and Views from Across Canada that the Quebec Association was being given $300,000 for their spring training program. This amount is incorrect and should have been $30,000. A big difference! and we apologize for our error.

"It is not race that makes people different, but the quality of their souls"

Han Suyen

Water Relays (cont. from page 3)

12. Retrieving objects from the bottom - teams work together, but swimmers retrieve only one object at a time
    a. Pennies
    b. Painted stones
    c. Poker chips
    d. Tin dishes and silverware (each team retrieves a complete set to make a table setting)

Dr. Pick is an assistant professor in the Department of Recreation and Park Services at Wayne State University, Detroit. Her special areas of interest are outdoor education and aquatics.

TERRARIUM FOR THE KIDS

Let each camper make his own terrarium. Use gallon glass jars to contain two or three small plants collected by campers. After gravel, soil, and plants are placed in terrarium, seal jar opening with plastic wrap. Other than sunlight, all plant nutrients, water, oxygen and carbon dioxide are cycled with in the jar.

SAVE THOSE EGG SHELLS

Eggshell mosaics: Get shells from the kitchen. Dye them various colours. With a rolling pin or bottle, roll between two sheets of waxed paper. Store the bits in jars. They may be glued to boxes, etc. and sprayed with shellac. Or they may be pasted on drawing paper to make interesting mosaic pictures of birds, insects, flowers and abstract designs.

CAMPING

A Real- Life Experience in Our Natural Environment

by Kenneth Robinson

Lasting change is the result of real-life and direct experiences. Children grow as a result of positive experiences which lead to constructive change. Organized camping provides campers with a chance to live what they are learning, and offers no theory without practice. These observations made by Rodney and Ford in their book "Camp Administration", when considered in relation to camping's close association of its purpose with a setting in the natural environment, point to the unique role of camping in child development.

This affiliation of camping objectives with location in the natural milieu, we often overlook. John Kirk of the American Camping Association says that many camp programs use the outdoors merely as a theatrical backdrop for activities that have no special relationship to this setting. He cites as examples; tennis, riding, golf, dramatics, and some arts and crafts. Further, in publicity some camp directors promise teaching of skills, social values, and physical values without relating these to an awareness of the natural surroundings. These skills are, no doubt, of value to children, but they are not what makes camping unique for the child. It is the location in a natural environment and the resulting opportunities for a child to increase his awareness of the natural world that are significant.

What positive real-life experiences in these natural surrounding can we as camp leaders offer and what constructive changes in our campers' growth do these lead to?

One such occurrence is that of meditation in nature's beauty. How often in a person's everyday life does he pause to contemplate life and its meaning to him as an individual? Thoughts become crystal clear when, away from the hustle and bustle of school and home, he can pause in the solitude of the forest. This is a time for self discovery and spiritual awakening. Caught up in the wonder of life in the woods a camper finds he can be alone without being lonely. As said by Kirk Wipper, director of Camp Kandalore, the quantity issues of speed and efficiency are balanced by an appreciation of the quality issues of serenity, peace and freedom. In awe of the expansiveness of nature, our campers can develop a veneration for life.

Picture a solitary canoeist gliding over the becalmed waters of a lake at dusk. The sunset casts a red hue over the horizon. In the silence, he hears only the water drops dripping from his paddle blade. He pauses to think, "What is important in life?" "What am I trying to accomplish?" "What stands in my way?"

He may always remember this moment of peace. Nature may to him become precious.. ..Something he will not want to destroy.

But in addition to times for meditation, there are interludes of fun and enjoyment. These are generally spontaneous and they seem to be happening everywhere at camp. In leisure the reward is found in doing an activity unlike work where the end product is what matters. Life is much more fulfilling if we develop a sense of humour. Think of the many pranks that kids play at camp. These are a good measure of how much campers are enjoying themselves.

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As well as the times for meditation and fun, there are opportunities for challenge and adventure in the outdoors.

Our campers can reach beyond what they are to what they might become. They can test their ability in adapting to situations unknown to them before. Wipper calls this the "quest for zest". Nature offers many challenges and it is in answering this summons to adventure that campers can find self identity. A feeling of personal worth including a sense of esteem, accomplishment and self assurance are positive outcomes of adventurous outdoor activities.

This quest for zest is basic to all persons. I remember well the proud expression on the face of Gerrard, one of our young paraplegic day-campers, on the morning after his first overnight campout. Confined to a wheelchair through all eight years of his life, this was the first time he had ever slept under the stars and cooked his own breakfast over a campfire. Adventure is relative to one's previous experiences, and it had never occurred to Gerrard - (or his family) that he too could be a real outdoorsman.

Another opportunity for camper development is in learning skills that help in leading a self fulfilling life. In their encounter with the natural environment, our campers learn skills and knowledge that are useful in their home community. Camping must not become a retreat where people live in isolation from the rest of the world around them. Day camping, with its close association between the natural milieu and the urban surroundings, has an extra obligation to clarify the connection between the camp and home environments. For instance, littering at camp can be related to sanitation of city streets and and even air and water pollution. Knowing the natural environment and caring for it will inspire a camper to use it wisely. He will want to share this concern with his friends. In doing this, he is acquiring the beginnings of a sense of civic responsibility. At camp our children learn about the interdependency of life. They understand that if one life form is destroyed or changed, the quality of life for other living things is diminished. If the swamp at camp is drained, the waterfowl and marsh animals are left homeless. Similarly, if a natural ravine in the city is developed for housing, it cannot support the life forms which now thrive there. In the outdoors, our campers come to understand their role in the world. Other positive changes in campers as a result of learning outdoor skills are improved physical fitness and increased independence. Referring back to Gerrard, this was his first cooking experience. Going back home, he began to help Mom with some of the cooking in the kitchen.

Besides all these personal experiences, we camp leaders offer group living situations in the outdoors. Especially significant for some disadvantaged younsters, is the companionship and respect given by counsellors and fellow campers. Relieved of pressures and anxieties present in the home community, these children start off with a clean slate in the freedom of the out-of-doors. This can lead them to a whole new outlook on life. Human relations for campers can cause many positive changes including overcoming shyness, cultivating honesty and trust, and giving and accepting love.

We can recall examples of friendships which have grown at camp. Many of us know counsellors who correspond with their campers throughout the winter months. Returning campers look forward to rejoining their camping pals next summer, and making new friends again next year. Opportunities for true friendships and loving are significant in establishing a positive sense of identity.

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Camping - A Real-life Experience (cont. from page 11)

What are the implications of the previous observations for us as camp leaders?

One is that camping must provide genuine opportunities for our children to open themselves up to the natural world. Through their resulting attraction to that world, they acquire an appreciation for harmony in life. Rather than abusing nature, they will use it wisely, for it has acquired meaning for them. Organized camping is better able to offer this significant encounter with the natural environment than any other institution. Are our objectives truly associated with the outdoor setting? Are we really making the most of this mileau?

But caution must be exercised to assure that this affiliation with nature does not become a retreat, disassociated from the children's home life. The city boy must be shown how the concept of pure water, in the streams at camp can be studied in terms of urban drinking water, and sewage treatment. Air polution can be visualized in the smoke of campfires. Day camps, because of their close connection with the home environment have a particular responsibility for relating situations at camp to realities in the home community. Do our programs have relevance in our campers' real world?

Closely associated with the two previous statements is the challenge to let our campers experience the interrelatedness of life; that, it one element in the web of life is changed, all life forms are affected. When walking in the forest with children, we can show them the interdependency of man on other elements in the ecological system. Do we foster in our campers a reverence for life?

Only in dealing with these questions can we as camp directors fulfill our unique role in children's development - - that of offering to campers real-life experiences in the natural environment.

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